

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_ (2.G.3)

Draw a line or lines to show the following:

1. 1 square = 2 rectangles
2. 1 square = 4 squares
3. 1 square = 2 triangles
4. 1 square = 3 rectangles

A. B. C. D.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_ (2.G.3)

Draw a line or lines to show the following:

A. 1 square = 2 rectangles

B. 1 square = 4 squares

C. 1 square = 2 triangles

D. 1 square = 3 rectangles

A. B. C. D.

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| Teacher notes:  Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.  This standard is the first exposure to some fractional concepts. This experience should allow students to divide circles and rectangles into equal parts. It is not necessary to define these as fractions with a numerator and denominator. Instead the focus should be on the terms halves, thirds, and fourths. When we divide a circle into two, three, or four equal parts, they can be described by half, thirds, and fourths. Emphasize that it takes two halves, three thirds, and four fourths to make the circle or rectangle.  Students who demonstrate full accomplishment correctly divide all 4 squares according to the given criteria (2 rectangles, 4 squares, 2 triangles, 3 rectangles).  Students who demonstrate substantial accomplishment correctly divide 3 of the 4 squares according to the criteria.  Students who demonstrate partial accomplishment correctly divide 2 of the 4 squares according to the criteria.  Students who demonstrate partial accomplishment divide the squares into parts that are not equal because they do not see how to draw the lines to make them equal. |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |